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ABSTRACT

The learner packet is part of an eight volume unit for grades 10, 11, and 12, designed for individualized progression in preparing students for entry into the occupation of accounting clerk. Intended to be used on an individual basis at the student's own speed, the learner packet contains vocabulary, suggested lesson time, self-check keys, and worksheets for lessons 1 through 11. The unit is concerned with the basic accounting theory found in the accounting cycle. The material presented is closely coordinated with the other documents in the eight volume accounting unit. (NJ)

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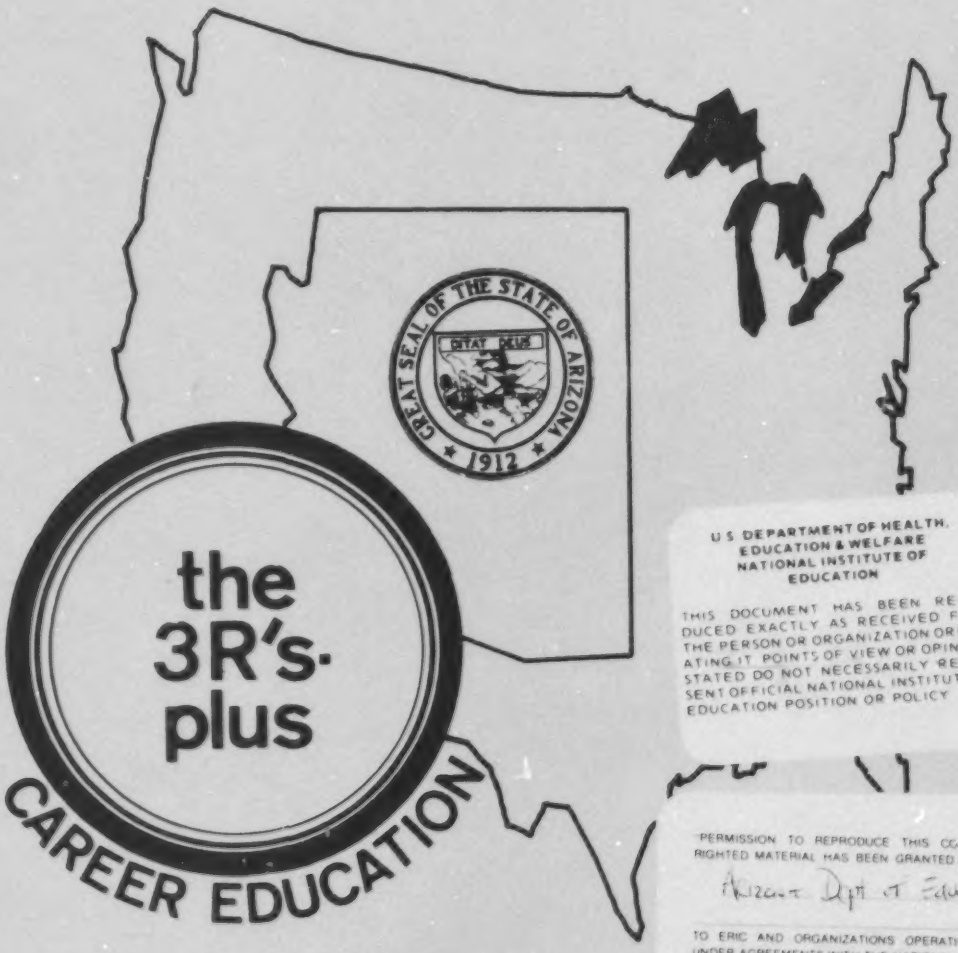

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LEARNER PACKET
ACCOUNTING CLERK
GUIDE – PART 1

CE005307

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ACCOUNTING CLERK GUIDE

A SPEC UNIT FOR THE

10TH, 11TH, OR 12TH GRADE

A CAREER EDUCATION UNIT

(AN EDITED DEVELOPMENTAL DRAFT)

VT-102-087

Originally developed by:

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MESA PUBLIC SCHOOLS

June, 1973

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LEARNER'S PACKET

Purpose of Unit

This course of study is designed to help you acquire the knowledge that is necessary for entry into a position as accounting clerk. You will study accounting theory, payroll systems, and data processing as it is used in accounting.

At different times in the unit you will be asked to evaluate yourself and discuss working as an accounting clerk based upon your performance in the lessons, personal opinion, and occupational choice.

The basic accounting knowledge that you learn will also help you manage your personal business affairs.

Part I of the accounting clerk unit is concerned with basic accounting principles and procedures.

UNIT DESIGN

This unit is made up of a series of lessons and is used with a high school accounting (bookkeeping) textbook and workbook.

The lessons are grouped together in what is referred to as a Learner's Packet. The packet is used with the textbook and workbook and contains everything you will need for the lessons with the exception of the tests.

You will work on an individual basis at your own speed. There is a suggested time for each lesson that you may follow as a guideline.

An explanation of the different sections of the lesson follows:

The PURPOSE is a brief description of the topics covered in the lesson.

The OBJECTIVES of the lesson or what you must learn in order to complete the tests satisfactorily are written next.

These are followed by a suggested LESSON TIME and a listing of the NEW VOCABULARY.

The fifth section of the lesson is entitled PREREQUISITE KNOWLEDGE. These few sentences not only list what you should recall before proceeding, but also show you how things that you have learned previously relate to the new lesson.

SPECIAL ACTIVITIES OR CONCERNS is the section in the lesson where information and special instructions important to that specific lesson are written. This is set apart so that you will notice, read, and consider the information.

The new vocabulary, prerequisite knowledge, and/or special activities. . . sections will be omitted if there is no need for them.

There is usually a need for the next section. It is the INTRODUCTION, and as its name implies, it introduces you to the lesson.

The numbered step-by-step tasks that you need to complete in the lesson are listed in a section entitled WHAT YOU DO/WHAT YOU NEED.

The last section of the lesson is the SUMMARY. It reviews the topics covered in the lesson. It may suggest ways in which you can apply what you have learned at home or outside of your job. You should also watch to see if the summary gives you a clue to the topic in the next lesson.

There may be five extra sheets in your packet: an Information Sheet, Exercise Sheet, Exercise Sheet Key, Worksheet, and a Worksheet Key.

The INFORMATION SHEET provides you with facts, statistics, and other information that is not found in your textbook.

When you are given information from an outside source and asked to respond to it, such as answer questions or select the correct multiple choice response, this is called a WORKSHEET. The WORKSHEET KEY is provided so that you may check your work.

The EXERCISE SHEET is a piece of paper where you can answer questions or recall information requested in the lesson. The EXERCISE SHEET KEY is provided so that you may check your work.

During the first two meetings, your instructor may give you two tests. These tests measure your abilities in the areas of math and vocabulary and determine how much you already know about accounting. Your scores on the test will NOT affect your grade for the unit.

At the third meeting, you will be asked to fill out a questionnaire. The tests and questionnaire will help your instructor learn about your background so that he may guide you through the unit more successfully.

General Directions
for the Use of the Unit

Part I of the Learner's Packet, "Basic Accounting Theory," contains eleven lessons.

You will work on an individual basis at your own speed. Your instructor will be available to assist you and review the problems that are assigned in your workbook.

The Teacher's Edition of the Working Papers and Study Guides, or the workbook key for other accounting textbooks that may be used with this unit, will be available so that you may check work that is assigned in the lesson. When you have completed and corrected these problems, submit them to your instructor with a cover sheet. (See example on the Learner Information Sheet immediately following this section.)

For each lesson there is a pretest and a posttest. When you are ready to take the tests, you are to obtain them from the instructor, who will also correct them for you. If you pass the pretest, you may either read the material in the lesson or skip that lesson and go on to the next one.

When you have completed the posttest and it has been corrected, you and your instructor will discuss it together. When you satisfactorily complete either the pretest or posttest, record your score on the Learner Record Sheet and ask your instructor to initial the objective(s).

If you do not pass the posttest, additional assignments may be obtained from your instructor that will help you review the material before you take the posttest again.

When you have passed the posttest, you may go on to the next lesson. At certain times, your instructor will require you to complete all posttests over the material covered before you proceed to the next lesson.

Learner Information Sheet

COVER SHEET

THIS SHEET MUST BE COMPLETED IN FULL.

Name Learner's Name

Period No. _____

Problems Assigned Tasks

Date Current

For Instructor's Use

PROMPTNESS

Ahead of Schedule	On Schedule	Behind Schedule
☐	☐	☐

NEATNESS

Satisfactory	Unsatisfactory
☐	☐

CONTENT

Complete	Incomplete
☐	☐

Satisfactory	Unsatisfactory
☐	☐

(1) Time required to complete this assignment.

(2) Problem areas.

(3) Areas you excelled in. (4) Comments concerning tasks. (5) Remarks to instructor.

ATTACH THIS SHEET TO ASSIGNED TASKS

LESSON ONE

BEGINNING A SYSTEM FOR ACCOUNTING

PURPOSE

You will begin your study of the system for accounting by learning three classifications of accounts and how to prepare a balance sheet.

After you successfully complete this lesson, you should be able to do the following:

1. *Identify tasks usually performed by an accounting clerk, the tools an accounting clerk uses, where he works, the hours he works, some of the job benefits an accounting clerk receives, and rules that he must follow.*

2. *Identify an account title as an asset, liability, or capital account.*

3. *List the five steps in preparing a balance sheet.*

4. *Prepare a balance sheet.*

LESSON TIME

This lesson should take you approximately two and one half hours--one hour to complete the tests and one and one-half hours to read and respond to the material in the lesson.

New Vocabulary

In most lessons there will be words and phrases from the materials that may be new to you. You should watch for these words when you are reading, and if you do not understand their meaning, ask your instructor before you begin your written work.

Asset	*Capital*
Liability	*Accountant*
Proprietor	*Accounting clerk*
Balance sheet	*Accounting*
Accounting equation	*Accounting records*

Special Activities or Concerns

Obtain a copy of a balance sheet form (account form) from the instructor for the pretest and the posttest.

At this point, ask your instructor for the pretest. If your performance is satisfactory, you may go on to the next lesson. Be sure to record your pretest score on *Learner Record Sheet 1*.

INTRODUCTION

This series of lessons attempts to provide you with the knowledge necessary for entry into a position of accounting clerk. Another title for this job is "clerical bookkeeper." An accounting clerk records the financial activities of a business.

In the first lesson a *Job and Skill Description* worksheet is given for you to read and respond to. This description will explain more about the duties, benefits, and tools of an accounting clerk.

In the beginning lessons you will study accounting theory and learn the principles, the vocabulary, and the various methods used in presenting financial information. You will work with businesses such as real estate firms, insurance companies, plumbers, and other businesses that provide a service.

Go on to the next page.

WHAT YOU DO	WHAT YOU NEED
1. A worksheet entitled *Job and Skill Description* worksheet is included in this lesson. Read the worksheet and respond to the questions.	1. *Job and Skill Description* Worksheet
2. Check your answers to the questions. If you want further information or help, ask your instructor.	2. *Job and Skill Description* Worksheet Key
3. Recall your performance on the pretest. What questions were easy? What did you not understand? Read Chapter 1, pages 1 through 11 in your textbook.	3. *Learner Record Sheet 1* Century 21 Accounting textbook
4. Before you began your study of accounting, you probably referred to your clothes, records, and radio as "my things." These "things" are *assests*, and the amount of money you may need to repay a friend is a *liability*. The difference between these two amounts is your *capital*. If you had difficulty classifying account titles, do Drills 1-D1 and 1-D3 on pages 13 and 14 in your text.	4. Century 21 Accounting textbook Working Papers and Study Guides workbook
5. Your instructor should have the Teacher's Edition of the Working Papers and Study Guides available for your use. Check your answers.	5. Teacher's Edition of the Working Papers and Study Guides
6. See if you can list the five steps in preparing a balance sheet. Knowing the steps is important; knowing the correct order for the steps is also important. Write your answers on the exercise sheet.	6. Exercise Sheet
7. Check your work by reviewing the rules and illustration in your textbook on pages 8 through 10.	7. Century 21 Accounting textbook

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WHAT YOU DO	WHAT YOU NEED
8. Now you will have the opportunity to put the rules to work. Do Problems 1-1, 1-2, and 1-3 on pages 14 and 15 in your textbook. You will prepare balance sheets for three different businesses. After you finish each problem, follow the self-checking quiz to review your work. Do not skip over the quiz! *Accounting records should be neat, legible, and in the proper standard form.*	8. Century 21 Accounting textbook Working Papers and Study Guides workbook
9. You will find the answers to these problems in the teacher's edition of the workbook. Check your work when you finish. *An aid in finding the problem is looking on the same page number in the teacher's edition as in the workbook.*	9. Teacher's Edition of the Working Papers and Study Guide

Go on to the next page now and read the summary.

SUMMARY

You have studied three classifications for accounts: assets, liabilities, and capital. The five steps that are followed when preparing a balance sheet are: (1) write the heading; (2) prepare the asset section; (3) prepare the liability section; (4) prepare the capital section; and (5) balance and rule the balance sheet. This is the first step in beginning a bookkeeping system. The balance sheet is not just a nice looking form! It is a form that presents financial information about a business on a certain date. You will learn one of its uses in business in the next lesson.

If you apply for a loan, you may be asked to complete a form and furnish information similar to that in the balance sheet.

Request the posttest from your instructor. Be sure to request a copy of a balance sheet form. After you complete it, you and your instructor should check it. At this time your instructor will prescribe supplemental activities or you will go on to the next lesson. Do not forget to record your score on the *Learner Record Sheet*.

NAME_____

DATE_____

BEGINNING DATE_____

DATE OF COMPLETION_____

LEARNER RECORD SHEET 1

The following are the objectives of the first three lessons. As you achieve each objective by satisfactorily completing the pretest or posttest, record your score and have the instructor initial the objective.

Lesson 1: Beginning a System for Accounting

Pre	Post	Initial

1. When you are given a list of working environment factors for the occupation accounting clerk, you will identify those factors that relate to the occupation.
2. When you are given an account title, you can identify it as an asset, liability, or capital account.
3. You will be able to list the five steps an accounting clerk should follow when preparing a balance sheet.
4. You can prepare a balance sheet when you are given the names and balances of the accounts of a business.

Lesson 2: How to Record the Opening Entry

Pre	Post	Initial

1. You can list the four steps used in recording an opening entry.
2. You can record an opening entry when you are given a beginning balance sheet and general journal form.

Pre	Post	Initial

Lesson 3: How to Post the Opening Entry

1. You will define the ledger and describe its purpose.
2. You will describe the function of the chart of accounts.
3. You will list and sequence the five steps used when posting an opening entry.
4. When you are given an opening entry, you can post it to the general ledger.

When all these goals have been signed, ask your instructor for *Learner Record Sheet 2*.

Lesson One

Job and Skill Description Worksheet

"Accounting Clerk" or "Clerical Bookkeeper"

Why don't you take a look at the duties of the student-body treasurer in your school? If you do not have a student-body treasurer, perhaps the principal or school secretary performs the same tasks. You might also think about the duties of a club treasurer while you are reading along.

When someone says the word *treasurer*, you think of a person who handles money. The treasurer is in charge of receiving and paying out money. In a school the money may be collected from different sources: students' fees and dues, money-making projects, athletic events, school dances, concerts, plays, and donations. When the money is received, it is often set aside in accounts and designated for special projects. In order to identify the accounts, the treasurer gives each of them a name, such as Christmas Fund for Underprivileged Children, Band and Choir Spring Tour Fund, or Sophomore Class Fund. You know that the junior class does not want the treasurer to put their hard-earned money in the Senior Class Fund!

If the treasurer follows bookkeeping procedures, the first thing he will do is to verify and record the cash transactions in a book or journal, using the proper account titles according to the date when they occured. The sources for this information will be check stubs, invoices, purchase orders, or receipts. After he has recorded the cash receipts or payments in the journal, the treasurer will separate the transactions according to the names of the accounts. The entries for each account are grouped together and summarized in a book called a ledger.

Another way of illustrating this is to ask you to write down 35 names of your friends and relatives on a sheet of paper. This is comparable to a treasurer recording the cash transactions. The next thing you should do is to record these same names alphabetically in an address book or on aother piece of paper according to the last name. You are grouping these names together as the treasurer does each entry in the ledger. If you are asked to summarize the list, you might say that you have six friends or relatives whose last names begin with an N. You do not have any names listed under G, J, or Z, and the letter with the largest grouping of people is R.

Do not forget the reports that the treasurer must give. Everyone wants to know how much money they made on the candy sale, where the money was spent, and how much money they have left in the accounts. The treasurer uses a summary of the ledger accounts to make his report.

The treasurer's job is similar to the job of a clerical bookkeeper or accounting clerk for a business. This person keeps records of all financial transactions of a business. He verifies and records the cash receipts and payments as they occur in chronological order in the journal. He transfers this information to ledger accounts to help sort and summarize the transactions just like the school treasurer. Names of accounts often used by businesses are: *Cash, Office Furniture, Office Machines,* names of firms that owe you money, names of firms that you owe money to, income and capital.

The accounting clerk or clerical bookkeeper may figure the payroll for a business, including the tax reports, and type or write the checks. At the end of the month, he may compute, type, and mail monthly statements to customers.

To help him complete all of these tasks, he may use an adding machine, calculating machine, typewriter, or bookkeeping machine.

You have expressed an interest in the accounting profession by selecting this unit. As a clerical bookkeeper or accounting clerk, you usually work 40 hours per week. Job benefits may include seven or more paid holidays, two weeks paid vacation after one year of employment, health insurance, and a retirement plan.

The number of accounting workers is expected to increase moderately through the 1970's. Although the use of electronic data processing equipment and other business machines somewhat limits the number of workers required in the accounting area, the need will probably outpace the laborsaving impact of office machines over the next 10 to 15 years.

Many areas of accounting work offer opportunities for advancement. Some of the better-paid positions, such as full-charge bookkeepers, senior bookkeepers, and accountants, require a general knowledge of bookkeeping theory and procedures. These positions are often filled by

promotion of an accounting clerk from within the company after he has gained experience and additional education. In other instances, promotion of an accounting clerk may be to more difficult and higher paying assignments in a related type of work such as a bank cashier, a buyer for a store, a salesman, or an office manager.

The accounting clerk performs almost all work inside, sitting at a desk or work station.

As you proceed through the unit, you will discover that there is a great amount of close eye contact used in accounting work. The jobs are often repetitive or done in small sequences according to strict procedures. Special forms may be used by a company and standard accounting procedures may be enforced. The income reports that a bookkeeper prepares any way he wants to!

In this unit, you will learn accounting theory, payroll procedures, and data processing knowledge necessary for initial job entry.

At two different times in the unit, you will be asked to stop and evaluate your performance and consider your thoughts toward working in this area.

The goal of all of these lessons is to prepare you to enter the job of accounting clerk or clerical bookkeeper.

LESSON ONE NAME_____

JOB AND SKILL DESCRIPTION DATE_____

WORKSHEET

Directions: Circle the letter of the correct response to the question or statement.

1. Which of the following is a person who keeps records of financial transactions similar to an accounting clerk or clerical bookkeeper?

   a. Treasurer of a club
   b. Waitress in a restaurant
   c. Receptionist in an office
   d. Salesman in a firm

2. Which of the following is NOT a task that an accounting clerk usually performs?

   a. Computes payroll and types checks
   b. Opens, sorts, and distributes office mail
   c. Records cash receipts and cash payments in a journal
   d. Sorts and summarizes financial information in a ledger

3. An accounting clerk records information in a journal in chronological order. Which of the following does he use to determine how the transaction should be recorded?

   a. Date of the transaction
   b. Amount of the transaction
   c. Classification of the accounts
   d. First letter in the account title

4. Which of the following is NOT an office machine that an accounting clerk would probably use?

   a. Typewriter
   b. Copy machine
   c. Adding machine
   d. Dictation machine

5. Which of the following is the number of hours an accounting clerk usually works each week?

   a. 30
   b. 35
   c. 40
   d. 48

6. Which of the following is the place where an accounting clerk usually works?

   a. Sitting at a desk
   b. Standing at a counter
   c. Traveling around the country
   d. Standing inside and outside the office

7. An accounting clerk would probably NOT advance to which one of the following positions?

   a. Stock clerk
   b. Bank cashier
   c. Office manager
   d. Full-charge bookkeeper

8. Which of the following situations is of least importance to an accounting clerk?

   a. Repetitive tasks
   b. Close eye contact
   c. Strict procedures
   d. Creative journalism

LESSON ONE

JOB AND SKILL DESCRIPTION

WORKSHEET KEY

Directions: Circle the letter of the correct response to the question or statement.

1. Which of the following is a person who keeps records of financial transactions similar to an accounting clerk or clerical bookkeeper?

   (a) Treasurer of a club
   b. Waitress in a restaurant
   c. Receptionist in an office
   d. Salesman in a firm

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   a. Computes payroll and types checks
   (b) Opens, sorts, and distributes office mail
   c. Records cash receipts and cash payments in a journal
   d. Sorts and summarizes financial information in a ledger

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   b. Amount of the transaction
   c. Classification of the accounts
   d. First letter in the account title

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   a. Typewriter
   b. Copy machine
   c. Adding machine
   (d) Dictation machine

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   a. 30
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   (c) 40
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   b. Standing at a counter
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7. An accounting clerk would probably NOT advance to which one of the following positions?

   (a) Stock clerk
   b. Bank cashier
   c. Office manager
   d. Full-charge bookkeeper

8. Which of the following situations is of least importance to an accounting clerk?

   a. Repetitive tasks
   b. Close eye contact
   c. Strict procedures
   (d) Creative journalism

LESSON ONE NAME_____

EXERCISE SHEET DATE_____

TASK 6

List five steps in preparing a balance sheet.

1.

2.

3.

4.

5.

Lesson Two

HOW TO RECORD THE OPENING ENTRY

Purpose

In this lesson you will learn how to record the beginning balance sheet in a book for permanent record. There are four steps that you will learn and follow to record the opening entry and all other journal entries in the journal.

When you have successfully completed this lesson, you should be able to do the following:

1. *Identify the four steps used in recording an opening entry.*

2. *Record an opening entry in the journal, given a beginning balance sheet with the necessary information and a general journal form.*

Lesson Time

In this lesson each of the tests will take approximately twenty minutes. The reading and writing assignments will take about one hour and fifty minutes.

New Vocabulary

The following words and phrases may be new to you. Look for them in your reading assignment.

Journal	*Entry*
Book of original entry	*Opening entry*
General journal	*Source document*

Prerequisite Knowledge

You will need to recall the basis for the classification of accounts as asset, liability, or capital accounts and be able to work with the beginning balance sheet.

Special Activities or Concerns

Be sure to obtain a copy of a general journal form from your instructor for the pretest and posttest.

A new lesson means a new pretest. Ask your instructor for it. If your performance is satisfactory, you may go on to the next lesson. But don't forget to record your pretest score on *Learner Record Sheet 1*.

INTRODUCTION

In the previous lesson you learned how to prepare a balance sheet. You recorded the asset, liability, and capital account balances on a special form. However, this form is only a piece of paper, and it could be misfiled or lost. You will now learn how to record the same information in a permanent record book, using the beginning balance sheet. There are four steps to follow to record this information, and they are the same steps that will be used forever and ever, so learn them for now and forever!

Go on to the next page.

WHAT YOU DO	WHAT YOU NEED
1. Your new vocabulary words for this lesson are listed before the introduction and tasks. Do you become curious when you see a term such as *book of original entry* and anxious to read and find out about this book with the funny name? All of the vocabulary words may be found and explained in Chapter 2, pages 17 through 22 of Century 21 Accounting. You should read this chapter now.	1. Century 21 Accounting textbook
2. Now list the four steps used in recording the opening entry that were explained in Chapter 2. Try to do this without looking at the textbook. Write the four steps on the exercise sheet.	2. Century 21 Accounting textbook Exercise Sheet
3. Check your answers and review the illustrations on pages 19 through 21 in Century 21 Accounting. Did you identify the steps in the right order? *It is important that you follow these steps for each entry so that you don't leave out any important information. Skipping around and trying to list similar things, such as writing all of the account titles before writing the amounts, does not follow the correct method and may lead to more errors.*	3. Century 21 Accounting textbook
4. When you get a job as an accounting clerk, you will not be paid for writing down the steps to record an opening entry, you will be paid to record the entry! Problems 2-1 and 2-2 on pages 25 and 26 in Century 21 Accounting will give you a chance to record opening entries. Do these problems and use the self-checking exercise to verify your work.	4. Century 21 Accounting textbook Working Papers and Study Guides workbook

WHAT YOU DO	WHAT YOU NEED
5. Use the teacher's edition of the workbook to check your answers.	5. Teacher's Edition of the Working Papers and Study Guides

Please go on to the next page and read the summary.

SUMMARY

During the lessons, in addition to the balance sheet, you will learn about other forms that are recorded in the journal. The key words are *permanent record.* For tax purposes, insurance purposes, and good business practices, companies need to keep financial records of their business. Many individuals also feel that their personal business records should be kept in journal form.

Obtain a copy of the posttest and a general journal form from your instructor. When you have completed the test, go over it with your instructor. If you have completed the test satisfactorily, ask him to initial the objectives on your *Learner Record Sheet* and record your score, then go on to the next lesson.

LESSON TWO NAME_____

EXERCISE SHEET DATE_____

TASK 2

List the four steps used in recording an opening entry.

1.

2.

3.

4.

LESSON THREE

HOW TO POST THE OPENING ENTRY

PURPOSE

In this lesson you will learn about the ledger and the chart of accounts. You will use these when you perform an activity called posting.

After you successfully complete this lesson, you should be able to do the following:

1. *Define the ledger and explain the purpose of the ledger.*
2. *Explain the use of the chart of accounts.*
3. *List in the proper order the five steps that an accounting clerk follows in posting the opening entry to the ledger.*
4. *Post an opening entry to the ledger.*

LESSON TIME

This lesson will take you approximately two and one-half hours--thirty minutes each for the pretest and posttest and ninety minutes for the activities.

New Vocabulary

The following words should be studied and added to your new accounting vocabulary.

Business transaction	*Debit side*
Account	*Debit or debit entry*
Account title	*Credit side*
Chart of accounts	*Credit or credit entry*
Opening an account	*Ledger*
Account number	*Posting*

Prerequisite Knowledge

In order to complete this lesson you will need to remember the classifications of balance sheet accounts and the purpose of the opening entry.

Special Activities or Concerns

You will need to obtain general ledger forms from the instructor for the pretest and posttest.

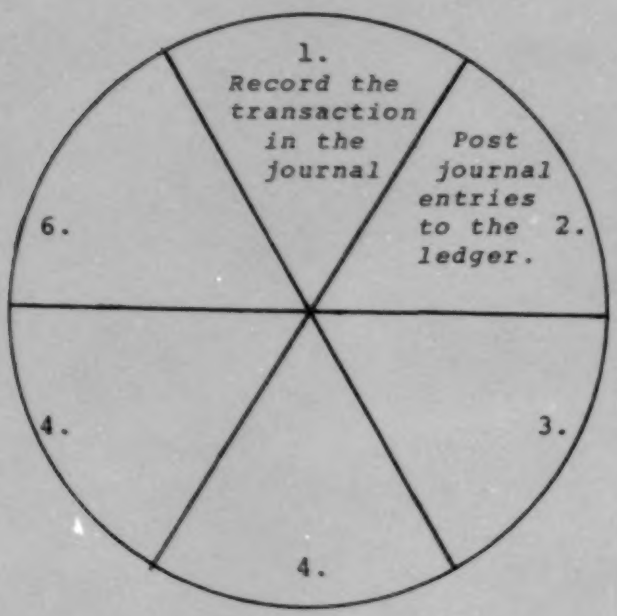
When you have completed this lesson, all tests over the material in Lessons 1 through 3 must be taken and the objectives signed before you may proceed to Lesson 4.

At this time, ask your instructor for the pretest. If your performance is satisfactory, be sure to record your score on *Learner Record Sheet 1*.

INTRODUCTION

The various tasks performed by an accountant are sometimes referred to as steps in the accounting cycle. You have already learned the first step, recording transactions (financial activities) in the journal.

The accounting cycle is similar to a clock, but this clock or cycle only has six divisions. Look at the illustration below.



Like a clock, after Step 6 is completed, you begin again with Step 1. In Lesson 3 you will learn about Step 2, posting the journal entries to the ledger. You will sort the information that has been recorded in the journal by writing it in a ledger according to the account title. This is called posting the journal entries, and there are five things that you will do when you post the journal entries.

Go on to the next page now and complete the activities.

WHAT YOU DO	WHAT YOU NEED
1. Has the introduction to this lesson made you curious? You can learn more about posting. Read Chapter 3, pages 29 through 38 in Century 21 Accounting.	1. Century 21 Accounting textbook
2. Now that you have read the chapter, try to define and explain the purpose of the ledger without referring to your text. Write your answer on the exercise sheet.	2. Exercise Sheet
3. Check your answers to Task 2 on pages 29 and 30.	3. Century 21 Accounting textbook
4. Explain the function of a chart of accounts. Don't write just a sentence. Explain the different parts of the chart and how it is set up. Write your reply on the exercise sheet.	4. Exercise Sheet
5. You may check your answers to Task 4 on page 31 in your textbook.	5. Century 21 Accounting textbook
6. This task will also refer to your reading assignment. List the five steps that you follow when you post an opening entry on the exercise sheet in the proper order.	6. Exercise Sheet
7. The procedures are listed and illustrated on pages 32 through 34 and 36 in the textbook. Check your answers.	7. Century 21 Accounting textbook
8. Did you notice that the exercises in Tasks 2, 4, and 6 were the same as the pretest questions? These are things that you need to understand and will be tested on later.	
9. You've been writing words, words, and more words to complete Tasks 2, 4, and 6. But accounting clerks write words and numbers in their work. You will be able to do that now. Do Problem 3-1 on pages 41 and 42 in your text. Answer the questions and follow the directions in the self-checking section of the problem.	9. Century 21 Accounting textbook Working Papers and Study Guides workbook

WHAT YOU DO	WHAT YOU NEED
10. Check your work, using the teacher's edition.	10. Teacher's Edition of the Working Papers and Study Guides

Before requesting the posttest from your instructor, read the summary and review the new information that you have learned.

SUMMARY

You have learned the procedures for starting an accounting system. When you become an accounting clerk you will record the daily financial transaction of the business in the journal.

Before you continue in the lessons, let's review the procedures:

1. Prepare a beginning balance sheet.
2. Record the beginning balance sheet in the journal.
3. From a chart of accounts, open accounts to form a ledger.
4. Post the opening entry to the proper accounts in the ledger.

Request the posttest for Lesson 3 from your instructor. Be sure to obtain copies of the general ledger form also.

After you complete the test and your instructor has checked it, record the score on your *Learner Record Sheet* and have him initial the objectives.

LESSON THREE NAME_____

EXERCISE SHEET DATE_____

TASK 2

Define and explain the purpose of the ledger.

1.

2.

TASK 4

Explain the function of a chart of accounts.

TASK 6

List the five steps in posting an opening entry.

1.

2.

3.

4.

5.

Lesson Four

HOW BUSINESS TRANSACTIONS AFFECT BALANCE SHEET ACCOUNTS

Purpose

In this lesson you will learn how the day-to-day financial activities of a business, recorded as transaction in the journal, increase or decrease the account balances in the ledger.

After you successfully complete this lesson, you should be able to do the following:

When you are given a list of business transactions that affect asset, liability, and/or capital account, you will be able to give the classification of the accounts, give the debit and credit parts of the transaction, and explain whether the account balances were increased or decreased by the transaction.

Lesson Time

This lesson will take you approximately two and one-half hours to complete--fifteen minutes for each test and two hours for the lesson.

New Vocabulary

These are the new accounting terms that are used in the lesson.

T account	*Account balance*
Debit balance	*Credit balance*

Prerequisite Knowledge

Before you begin this lesson, you will need to know the classifications of balance sheet accounts, where the opening entry is posted in the ledger, and the accounting equation.

Can you fill in the blanks in the following paragraph correctly?

At this point, ask your _____ for the _____. If your performance is _____, record your score on *Learner Record Sheet 2*, and ask your _____ to sign his initials. Then you may go on to the next _____.

In other words, take the pretest. If your performance is satisfactory, record the score, have your instructor initial it, and go on to the next lesson.

INTRODUCTION

You have seen the phrases *day-to-day financial activities* and *business transactions* mentioned in the lessons. What are some examples?

If a business sells an old office desk for cash, this is a business transaction. If the same business buys a new desk to replace the old one and pays cash, this is also a business transaction. These transactions cause changes to occur in the asset, liability, and/or capital account balances.

Let's insert account titles and balances in our examples above and illustrate how changes occur in the account balances. The two asset accounts involved are *Cash* and *Office Furniture*. In our example *Cash* has a beginning balance of $850 and the beginning balance of *Office Furniture* is $925. The old desk had not been used much because it was too small for the 6'5" manager, so it was sold for the same price the company paid for it originally, or $175. When the sale occurs, the balance of the cash account increases to $1,100 and the balance of the office furniture account is decreased by $175 to $750.

The new, bigger desk costs the company $325. What happens to the account balances now? The new *Cash* balance is _____, and the new *Office Furniture* balance is _____. Did you answer $775 and $1,075?

Go on to the next page now and complete the activities.

WHAT YOU DO	WHAT YOU NEED
1. Read Chapter 4, pages 45 through 52 in your textbook. You will read the word *analyze* often in this chapter. Do not let it scare you, even if it does sound scientific. It means that you will be studying business transactions and separating them into their debit and credit parts.	1. Century 21 Accounting textbook
2. After reading the textbook, complete drills 4-D1, 4-D2, 4-D3, and 4-D4 on pages 54 through 56 in your textbook. *Have you been reading the titles of the drills and problems that are assigned? The titles are a brief statement of what you should learn by doing the work.*	2. Century 21 Accounting textbook Working Papers and Study Guides workbook
3. Check your work, using the teacher's edition.	3. Teacher's Edition of the Working Papers and Study Guides workbook
4. You are learning to think like an accounting clerk as he records the daily business transactions. Now complete Problems 4-1 and 4-2, pages 57 and 58 in your text and think some more like an accounting clerk!	4. Century 21 Accounting textbook Working Papers and Study Guides workbook
5. Check your work, using the teacher's edition of the workbook. If you have any questions, be sure to ask your instructor for help.	5. Teacher's Edition of the Working Papers and Study Guides

Go on to the next page and read the summary for this lesson.

Summary

You are now able to analyze business transactions that affect balance sheet accounts. Can you apply the debit and credit theory to a personal situation?

If you purchased a transistor radio for yourself at a local store, what are the names of the accounts that you might set up for personal bookkeeping, and how would they be affected? An account such as radio would be the asset account that was debited, and you would credit your cash account.

If you can relate the debit and credit theory correctly to this example, you are ready to go to the next lesson and learn more.

Do not ask for Lesson 5 yet! Ask your instructor for the posttest. When you have completed the test, ask your instructor to check it. If your performance is satisfactory, record your score, and ask your instructor to initial the box beside your score on *Learner Record Sheet 2*.

Now you may go on to Lesson 5.

NAME_____

PERIOD_____

BEGINNING DATE_____

DATE OF COMPLETION_____

LEARNER RECORD SHEET 2

The next four lessons will concern the following objectives. As you complete the pretest or posttest satisfactorily, record your score in the box by the objective and ask your instructor to write his initials in the appropriate box.

Pre	Post	Initial

Lesson 4: How Business Transactions Affect Balance Sheet Accounts

When you are given a list of transactions pertaining to asset, liability, and/or capital accounts, you will be able to indicate the classification of the accounts, the debit and credit parts of the transactions, and whether the account balance increased or decreased.

Pre	Post	Initial

Lesson 5: How Business Transactions Affect Income and Expense Accounts

When you are given a list of transactions that affect income and expense accounts, you will be able to classify the accounts, identify the debit and credit parts of the transactions, and determine whether there was an increase or decrease in the account balances.

Pre	Post	Initial

Lesson 6: How to Record Business Transactions in the Journal

1. When you are given a list of accounting terms previously studied, you will be able to define the terms.

Pre	Post	Initial

2. When you are given a list of cash transactions and a cash journal, you will be able to separate the transactions into the debit and credit parts and record the transactions. You will also know how to prove cash and total and rule the cash journal.

Lesson 7: How to Post Journal Entries to the Ledger

Pre	Post	Initial

1. You will be able to list the four steps used in posting from a cash journal.

Pre	Post	Initial

2. When you are given a completed cash journal, you will be able to post the amounts to the general ledger.

When all of these goals have been signed, ask your instructor for *Learner Record Sheet 3*.

Lesson Five

HOW BUSINESS TRANSACTIONS AFFECT INCOME AND EXPENSE ACCOUNTS

Purpose

In this lesson you will learn two new types of accounts, expense, and income. You will analyze transactions that involve incomes and expenses and study the effect of these transactions on the capital account.

Your objective for this lesson may be written as follows:

When you are given a list of transactions that affect income and expense accounts, you can classify the accounts, identify the accounts debited and the accounts credited, and determine whether there was an increase or decrease in the account balances.

Lesson Time

This lesson will take you approximately two hours to complete--fifteen minutes for each test and two hours for the lesson.

New Vocabulary

Have you been watching for the words that are listed under "New Vocabulary" in your text? Here are a few more to find and learn the meaning of.

Income	*Profit*
Expense	*Loss*

PREREQUISTIE KNOWLEDGE

You will need to recall the three steps used in the last lesson for analyzing business transactions. THE MOST IMPORTANT THING TO KNOW BEFORE YOU BEGIN THIS LESSON IS THE FACT THAT AN INCREASE IN CAPITAL IS RECORDED AS A CREDIT, AND A DECREASE IN CAPITAL IS RECORDED AS A DEBIT.

At this point, ask your instructor for the pretest. If your performance is satisfactory, you may go on to the next lesson. Be sure to record your pretest score on *Learner Record Sheet 2*.

INTRODUCTION

Two new classifications of accounts are introduced in this lesson, income and expense. You may already know what income is because you have heard the word used often. Every year people pay taxes to the government based upon the money they earn (income). The name of the tax is income tax. But, people don't usually refer to the money they pay for rent, telephone, gas, and electricity as expenses. They call them bills. These are some of the costs of living in a house or apartment. Rent, telephone costs, gas, and electricity may also be the costs of maintaining an office for a business. The names of the accounts you would use to record these costs are *Rent Expense, Telephone Expense and Utilities Expense.*

Income and expense accounts are used to sort and summarize increases and decreases in the capital account. You will read about how this is done in your lesson.

Go on to the next page now and complete the activities.

WHAT YOU DO	WHAT YOU NEED
1. Read Chapter 5, pages 61 through 67 in your textbook. *You need to read this material slowly and carefully. Look at the illustrations first, then read and look at the T account explanations again. These facts will not change as you continue in the lessons, so learn them now.*	1. Century 21 Accounting textbook
2. After you have read the textbook material, do Drills 5-D1, 5-D2, and 5-D3 on pages 69 and 70.	2. Century 21 Accounting textbook Working Papers and Study Guides workbook
3. Check the drills, using the teacher's edition. If you have any questions, be sure to talk with your instructor.	3. Teacher's Edition of the Working Papers and Study Guides
4. Problems 5-1 and 5-2 on pages 70 through 72 illustrate actual transactions that an accounting clerk may work with in business. Complete these problems now.	4. Century 21 Accounting textbook Working Papers and Study Guides workbook
5. Check the problems, using the teacher's editions and make the necessary corrections.	5. Teacher's Edition of the Working Papers and Study Guides

Now that you have completed this section of the lesson, please read the summary on the next page.

SUMMARY

What are some of the "names" that people and businesses use for their income? Lawyers and doctors charge *fees* for their services. Television repairmen ask you to pay *service charges*. Waiters and waitresses receive *tips*. Salesmen earn *commissions*. Some people work for hourly *wages;* others are paid a specific *salary*. Utility companies charge certain *rates*. And many stores consider their income as *sales*.

Finding the correct name for an expense is easier. The cost for rent is *Rent Expense;* the cost of advertising is *Advertising Expense*.

Income increases capital and expenses decrease the capital account, although they are not directly debited or credited in the capital account.

In the next lesson you will record business transtions in the journal, following the same four steps that you used to record the opening entry.

Ask your instructor for the posttest. After you complete the test and your instructor has checked it, record the score on *Learner Record Sheet 2* and ask him to initial the objective.

You may then go on to Lesson 6.

LESSON SIX

HOW TO RECORD BUSINESS TRANSACTIONS IN THE JOURNAL

PURPOSE

In this lesson you will review the accounting terms that you have studied in your lessons. You will learn about a special journal called a cash journal and record business transactions in the journal according to the four steps you learned in Lesson 2.

When you have successfully completed this lesson, you will be able to do the following:

1. *When you are given a list of accounting terms, you will be able to give their definitions. The definition may be stated in your own words.*

2. *When you are given a cash journal and a list of cash transactions, you will be able to:*

   a. *Determine the debit and credit parts of the transaction*
   b. *Record the transaction*
   c. *Total the columns of the journal*
   d. *Prove that the cash account is correct*
   e. *Show that the debits equal the credits, and rule (draw a double line under the column totals) the journal.*

Lesson Time

This lesson should take you approximately three hours--thirty minutes to read and study assignment in the textbook, one and one-half hours to perform the tasks, and thirty minutes each for the pretest and posttest.

New Vocabulary

You should look for the following new words and their definitions as you read your textbook:

Journalizing

Special journal

Cash journal

Double-entry accounting

Memorandum entry

Proving cash

Single-entry accounting

Footings

Prerequisite Knowledge

You will need to remember the four steps used when you record accounting transactions in the journal. When you are given a business transaction, you will also need to know how to determine the debit and credit parts of the journal entry.

Special Activities or Concerns

You will need to obtain a copy of the cash journal from your instructor for the pretest and posttest.

Guess what? You are right. This is the time when you should ask your instructor for the pretest. If your performance on the pretest is satisfactory, you may save yourself some work and go on to the next lesson. Don't forget to record your pretest score on your *Learner Record Sheet* and ask your instructor to initial the objective.

INTRODUCTION

The primary job of an accounting clerk is to record the financial activities of a business. In this lesson you will be given transactions for businesses to record in a cash journal similar to those that accounting clerks record in their work.

"Cash journal," you exclaim. "What happened to the general journal?"

The cash journal is a special journal that is introduced in this lesson. It contains the two general journal columns plus special columns for cash debits, cash credits, and income.

At different times in the lessons you will be asked to review the vocabulary words that you have been learning. The vocabulary review in this lesson contains words from Lessons 1 through 6. Because accounting has its own language, it is important that you learn these words so that you don't say, "I'm going to write down every time I pay something or receive some money in a book," instead of "I'm going to record the financial transactions in the journal."

Go on to the next page now and complete the activities.

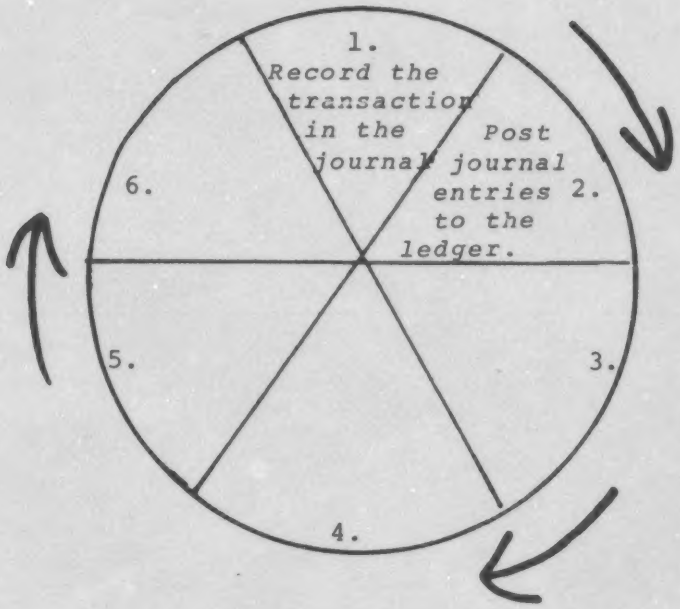
WHAT YOU DO	WHAT YOU NEED
1. As you read the assigned pages in the textbook, note the similarities and the differences between the general journal and the cash journal. You will also find that new activities for the journal are introduced in this lesson. Read about the cash journal and these new activities in Chapter 6, page 75 through 89 in your textbook.	1. Century 21 Accounting textbook
2. Complete the *Vocabulary Review* worksheet according to the directions given on the worksheet.	2. *Vocabulary Review* Worksheet
3. Let's review separating business transactions into their debit and credit parts and determining the effects of the transactions on the account balances. Do drills 6-D1 and 6-D2 on pages 91 and 92 in Century 21 Accounting.	3. Century 21 Accounting textbook Working Papers and Study Guides workbook
4. Check your answers to the drills.	4. Teacher's Edition of the Working Papers and Study Guides
5. Problems 6-1 and 6-2 will require you to do all of the activities of journalizing from recording the initial cash memorandum entry to ruling the journal. Find these problems on pages 93 through 95 in Century 21 Accounting and complete them. *You will need to keep Problem 6-2 in order to do Problem 7-1 in the next lesson.*	5. Century 21 Accounting textbook Working Papers and Study Guides workbook

What To Do (Continued)

6. Check your work, using the teacher's edition. If you have any questions, be sure to ask your instructor.	6. Teacher's Edition of the Working Papers and Study Guides

A summary of this lesson may be found on the next page. Read the summary and check over the tasks so that you will be ready to take the posttests.

SUMMARY



Do you remember the accounting cycle discussed in Lesson 3? In this lesson you were performing Step 1. In the next lesson you will post the cash journal to the general ledger.

Request the posttests for Lesson 6 from your instructor. Be sure to obtain a copy of a cash journal form from your instructor.

LESSON SIX

NAME_____

DATE_____

VOCABULARY REVIEW WORKSHEET

Write the definitions for the following accounting terms. After you have finished the worksheet, turn to the page in your text listed at the end of each term and check your answers. If your definition was not complete or correct, write down the definition from the book so that you may use this list for future study.

1. Cash journal (76)

2. Proving cash (88)

3. Accounting equation (11)

4. Balance sheet (6)

5. Ledger (29)

6. Memorandum entry (79)

7. Chart of accounts (31)

8. Creditor (7)

9. Opening an account (32)

10. Asset (7)

11. Accounting (3)

12. Special journal (76)

13. Single-entry accounting (76)

14. Opening entry (17)

15. Journal (17)

16. Accounting clerk (3)

17. Capital (7)

18. Proprietor (7)

19. Expense (64)

20. Income (61)

21. Posting (32)

22. Account balance (45)

23. Credit side (20)

24. Debit side (30)

25. Liability (7)

26. Profit (61)

27. Footings (87)

28. Double-entry accounting (76)

29. Source document (18)

30. Journalizing (75)

Lesson Seven

HOW TO POST JOURNAL ENTRIES TO THE LEDGER

Purpose

In this lesson you will learn the four steps that are followed when you post a cash journal to the ledger. You will also follow these steps and post a cash journal that has been totaled and ruled.

When you have successfully completed this lesson, you will be able to do the following:

1. *You will list the four steps in posting from a cash journal.*
2. *You will post a totaled and ruled cash journal to the general ledger.*

Lesson Time

This lesson should take you approximately two and one-half hours--twenty minutes for the pretest, twenty minutes for the posttest, and one hour and fifty minutes for the material in the lesson.

Prerequisite Knowledge

You will need to understand how entries are recorded in the cash journal. You should also recall the five steps used in posting the opening entry to the ledger.

Special Activities or Concerns

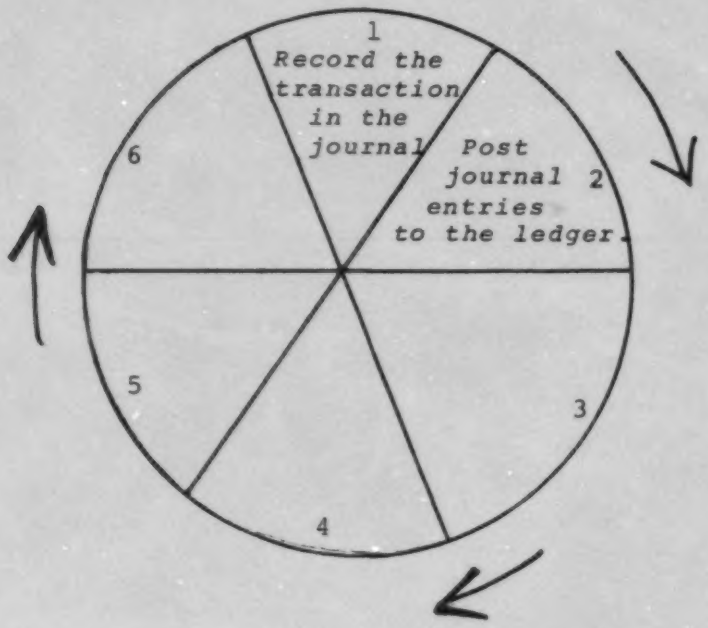
You will need the cash journal that you completed in Lesson 6, Problem 6-2 to complete Problem 7-1 in this lesson.

When you have completed this lesson, all tests over the material in Lessons 4 through 7 must be taken and the objectives signed before you may proceed to Lesson 8.

At this point, ask your instructor for the pretest. If your performance is satisfactory, you may go on to the next lesson. Be sure to record your pretest score on *Learner Record Sheet 2*.

INTRODUCTION

Remember the diagram of the accounting cycle that you referred to in previous lessons?



In this lesson you will perform the activity in Step 2. (Don't give up, you will learn the activities in the remaining steps soon.)

The procedure for posting the cash journal to the ledger is not quite the same as the five steps that were followed when you posted the opening entry to the general journal.

Posting the Opening Entry to the Ledger	Posting the Cash Journal to the Ledger
1. Write the amount of the entry.	1. Write the amount of the entry.
2. Write the date of the journal entry.	2. Write the date of the journal entry or column total.
3. Write the word *Balance.*	
4. Write the post reference in the journal.	3. Write the post reference in the ledger.
5. Write the post reference in the journal.	4. Write the post reference in the journal.

Although the steps in the posting procedure may differ, the purpose remains the same: to sort journal transactions into the different ledger accounts where the information may be summarized and reported.

At this point, ask your instructor for the pretest. If your performance is satisfactory, you may go on to the next lesson. Be sure to record your pretest score on your record sheet.

WHAT YOU DO	WHAT YOU NEED
1. As you are reading the resource material for this lesson, you should look for the answers to these questions. a. How does the post reference in the ledger differ when more than one journal is used? (Page 102) b. What are the two advantages of cross referencing in posting? (Page 103) c. Why are the General Debit and General Credit columns posted frequently? (Pages 104 and 105) d. How does the posting of general journal columns differ from the posting of special journal columns? (Page 105) e. When is the posting of an entry considered complete? (Page 102) Read Chapter 7, pages 99 through 112 in your textbook.	1. Century 21 Accounting textbook
2. List the four steps of posting from a cash journal on the exercise sheet.	2. Exercise Sheet
3. Check your answers, using the exercise sheet key. You may also compare your responses with the steps listed in the introduction to this lesson.	3. Exercise Sheet Key

WHAT YOU DO	WHAT YOU NEED
4. Many people like to review or practice a new activity before they are required to do it in their work or any place where efforts will be evaluated. The drills in this lesson will help you review the ledger and cash journal before you post the cash journal. Do drills 7-D1, 7-D2, and 7-D3 on pages 114 and 115 in the textbook.	4. Century 21 Accounting textbook Working Papers and Study Guides workbook
5. Check your work, using the teacher's edition of the workbook.	5. Teacher's Fdition of the Working Papers and Study Guides workbook
6. Now post the cash journal that you completed in Lesson 6, Problem 6-2. Follow the directions and use the working papers for Problem 7-1 on page 115.	6. Century 21 Accounting textbook Working Papers and Study Guides workbook
7. If you followed the four steps for posting for each entry and/or column total, you should have no errors or omission of essential information. Check Problem 7-1, using the teacher's edition of the workbook.	7. Teacher's Edition of the Working Papers and Study Guides workbook

Go on to the next page.

SUMMARY

In this lesson you have sorted the journal transactions into their debit and credit parts by posting the entries and column totals to the ledger. In the next lesson you will learn how to find the balances of the ledger accounts and to prepare a report that will prove the accuracy of the ledger.

Let's see where you could use this information in your own home.

Many people deposit their pay checks in the bank and then write checks to pay their bills. They record the checks in a record according to the number of the check and the date it is written. Other information included in the record is the name of the person or firm the check is written to and the reason for the check. Deposits are also recorded when they occur. Families use a check record like a business uses a journal.

At the end of each month, the information in the check record is sorted and summarized in a book called a *Household Expense Record*. This is the families' ledger. This book may have many divisions. Some of the most common ones are food, clothing, transportation, medical expenses, household goods, savings, and miscellaneous. When the different categories are totaled, you can tell where the money was spent. These totals may also be compared to a budget, which is a plan that has been figured out earlier for saving and spending the money.

Request the posttest for Lesson 7 from your instructor. After you complete the test and your instructor has checked it, record the score on *Learner Record Sheet 2* and ask him to initial the objective.

All objectives on *Learner Record Sheet 2* must be signed before you may go on to the next lesson. When they are signed, ask your instructor for Lesson 8.

LESSON SEVEN NAME_____

EXERCISE SHEET DATE_____

TASK 2

List the four steps used for posting from the cash journal.

1.

2.

3.

4.

Check your answers with the information on pages 100 through 108 in your textbook.

Lesson Seven
Exercise Sheet Key

Task 2

List the four steps used for posting from the cash journal.

1. Write the amount of the entry.

2. Write the date of the entry.

3. Write the post reference in the ledger.

4. Write the post reference in the journal.

Check your answers with the information on pages 100 through 108 in your textbook.

LESSON EIGHT

HOW TO PROVE THE ACCURACY OF POSTING

PURPOSE

In this lesson you will learn about an important "tool" that is used to check the accuracy of the accounting work in the journal and ledger. This "tool" or listing of ledger accounts is called a trial balance. You will learn the function of the trial balance, the steps necessary to prepare a trial balance, and seven very important steps for locating errors when the trial balance does not balance.

When you have successfully completed this lesson, you will be able to do the following:

1. *You will be able to identify a function of the trial balance.*
2. *You will list the five steps in preparing a trial balance.*
3. *You will describe the seven step-by-step procedures for locating errors when a trial balance does not balance.*
4. *When you are given a trial balance form and the ledger account titles and their balances, you will prepare a trial balance.*

LESSON TIME

This lesson should take you approximately two and one-half hours--twenty minutes each for the pretest and posttest, and one hour and fifty minutes for the lesson.

New Vocabulary

You have already read about the new vocabulary that you need to understand in this lesson. There is only one term, and that term is *trial balance*.

Prerequisite Knowledge

While you are working through this lesson, you will need to remember the purpose of the ledger and the steps of posting from the journal to the ledger.

At this time, ask your instructor for the pretest. If your performance is satisfactory, you may go on to the next lesson. Be sure to record your pretest score on *Learner Record Sheet 3*.

INTRODUCTION

How do you check the accuracy of your work? Do you check it with the key, with your instructor, or with a friend? Do you check the accuracy of your work?

In this lesson you will learn about the trial balance, which is used to verify the accuracy of accounting work in the journal and ledger. Because a teacher's edition or key does not exist to show you the correct answers and help you correct your work when you are an accounting clerk for a business, working papers and procedures are used to help prove the accuracy of the accounting records.

You will also learn seven ways to locate errors when the trial balance indicates an error has been made in the ledger or journal.

Go on to the next page now and complete the activities.

WHAT YOU DO	WHAT YOU NEED
1. Read Chapter 8 on pages 119 through 129 in your textbook.	1. Century 21 Accounting textbook
2. Identify a function of the trial balance. Write your response on the exercise sheet in this lesson.	2. Exercise Sheet
3. Next, list the five steps in preparing a trial balance on the exercise sheet.	3. Exercise Sheet
4. Have you tried to complete Tasks 2 and 3 without referring to your textbook? You may check your answers using the exercise sheet key or the textbook. For Task 2, refer to page 121. Refer to pages 125 and 126 to find the steps listed in Task 3.	4. Exercise Sheet Key Century 21 Accounting textbook
5. Now describe the seven step-by-step procedures for locating errors when a trial balance does not balance. Write these steps, in your own words, on the exercise sheet.	5. Exercise Sheet
6. If you write explanations or descriptions for something in your own words, you will often remember and understand the information better. Check your answers to Task 5 using the exercise sheet key or refer to pages 126 through 128 in your textbook.	6. Exercise Sheet Key Century 21 Accounting textbook
7. You will now be given a chance to put the steps listed in Task 5 into practice. Complete the worksheet *Trial Balance* according to the directions that are given on the worksheet.	7. *Trial Balance* Worksheet
8. Check the trial balance that you prepared with the key. If you had any difficulty with this problem, read through the detailed explanations of the steps that were followed to find the errors.	8. *Trial Balance* Worksheet Key

WHAT YOU DO	WHAT YOU NEED
9. Do drills 8-D1 and 8-D2 on pages 130 and 131 in Century 21 Accounting.	9. Century 21 Accounting textbook Working Papers and Study Guides workbook
10. Check your work, using the teacher's edition.	10. Teacher's Edition of the Working Papers and Study Guides
11. Complete Problems 8-1 and 8-2 on page 132 in your textbook. Be sure to read through the self-checking quiz in Problem 8-1.	11. Century 21 Accounting textbook Working Papers and Study Guides workbook
12. Check this work, using the teacher's edition.	12. Century 21 Accounting textbook Teacher's Edition of the Working Papers and Study Guides

If you have any questions concerning this lesson, you should check with your instructor. Now go on to the next page and read the summary.

SUMMARY

This lesson has emphasized a need and a method for proving the accuracy of the ledger.

Let's go back to the example in the first lesson. A school or club treasurer is responsible for keeping his financial records accurate. A trial balance is one method he may use to check the accuracy of his ledger accounts.

You will understand the need for accuracy even more as you see how trial balance figures are carried through to other accounting forms.

Preparation of the trial balance is the first part of the third step in the accounting cycle. In the next lesson you will review the accounting cycle and use the trial balance to complete a six-column work sheet.

Request the posttest for Lesson 8 from your instructor. After you complete the test and your instructor has checked it, record the score on your *Learner Record Sheet* and ask your instructor to initial it.

NAME_____

PERIOD_____

BEGINNING DATE_____

DATE OF COMPLETION_____

LEARNER RECORD SHEET 3

Lesson 8

The next four lessons will concern the following objectives: As you complete the pretest or posttest satisfactorily, record your score in the box by the objective, and ask your instructor to write his initials.

Lesson 8: How to Prove the Accuracy of Posting

Pre	Post	Initial	
			You will be able to identify a function of the trial balance.
			You will list the five steps in preparing a trial balance.
			You will describe the seven step-by-step procedures for locating errors when a trial balance does not balance.
			When you are given a trial balance form, the ledger account titles and their balances, you will prepare a trial balance.

Lesson 9: How to Prepare a Six-Column Work Sheet, an Income Statement, and a Balance Sheet

			You will (a) list a function of a work sheet, (b) list three major sections of the debit and credit columns of the work sheet, and (c) describe a function of each major debit and credit section of the work sheet.
			You will describe one function of the income statement and one function of the balance sheet.

LEARNER RECORD SHEET 3
(Continued)

Lesson 8

Pre	Post	Initial	
			Lesson 10: How to Close a Ledger You will list two needs for closing entries.
			You will list a function of the post-closing trial balance.
			You will be able to list the six steps of the accounting cycle.
			Lesson 11: Self-Evaluation After completing a study of the accounting cycle, you will describe four of your personal strengths and an area where you need improvement in relation to the accounting clerk profession. You will evaluate the accounting clerk profession as a possible career choice based upon your performance in the lessons and your personal preference.

LESSON EIGHT NAME_____

TRIAL BALANCE WORKSHEET DATE_____

A trial balance that is not in balance is given below. The T accounts from which the trial balance was prepared, are also given. Find the errors in the trial balance and prepare a corrected one, using the form at the end of the exercise.

Peter Rogers Realty
Trial Balance
March 31, 19--

Cash	11	221022	
Savings	12	62000	
Office Supplies	13	113511	
Office Furniture	14	95000	
Office Equipment	15	85000	
A. B. C. Company	21		45000
Miller Company	22		71459
Peter Rogers, Capital	31		504000
Sales	41		83566
Auto Expense	51	6000	
Miscellaneous Expense	52	127047	
Miscellaneous Income	42	8078	
Rent Expense	53	12000	
Telephone Expense	54	1582	
		731190	704025

LESSON EIGHT

GENERAL LEDGER

Cash

ACCOUNT NO. 11

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
19-- Mar. 2	Balance	J3	76853	19-- Mar. 31		C2	164831
31		C2	200000				
	2210.22		376853				

Savings

ACCOUNT NO. 12

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
19-- Mar. 2	Balance	J3	120000	19-- Mar. 5		C2	48000
	620.00			26		C2	120000
							600 00

Office Supplies

ACCOUNT NO. 13

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
19-- Mar. 2	Balance	J3	45100	19-- Mar. 3		C2	41650
19		C2	210400	26		J3	301000
30		C2	201061				342650
	1135.11		456161				

Office Furniture

ACCOUNT NO. 14

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
19-- Mar. 2	Balance	J3	215000	19-- Mar. 30		C2	120000
	950.00						

GENERAL LEDGER

Office Equipment

ACCOUNT NO. 15

DATE	ITEMS	Post. Ref.	DEBIT	DATE	ITEMS	Post. Ref.	CREDIT
Mar. 2	Balance	✓	400 00				
16		C2	450 00				
	850.00						

A.B.C. Company

ACCOUNT NO. 21

DATE	ITEMS	Post. Ref.	DEBIT	DATE	ITEMS	Post. Ref.	CREDIT
Mar. 23		C2	1000 00	Mar. 2	Balance	✓	1450 00
					450.00		

Miller Company

ACCOUNT NO. 22

DATE	ITEMS	Post. Ref.	DEBIT	DATE	ITEMS	Post. Ref.	CREDIT
Mar. 6		C2	1000 00	Mar. 2	Balance	✓	1400 00
23		C2	248 63	18		✓	563 22
					714.59		

Peter Rogers, Capital

ACCOUNT NO. 31

DATE	ITEMS	Post. Ref.	DEBIT	DATE	ITEMS	Post. Ref.	CREDIT
				Mar. 2	Balance	✓	5040 00

GENERAL LEDGER

Sales — ACCOUNT NO. 41

DATE	ITEMS	Post. Ref.	DEBIT	DATE	ITEMS	Post. Ref.	CREDIT
				19-- Mar. 31		C2	83566

Miscellaneous Income — ACCOUNT NO. 42

DATE	ITEMS	Post. Ref.	DEBIT	DATE	ITEMS	Post. Ref.	CREDIT
				19-- Mar. 31		C2	8078

Auto Expense — ACCOUNT NO. 51

DATE	ITEMS	Post. Ref.	DEBIT	DATE	ITEMS	Post. Ref.	CREDIT
19-- Mar. 18		2	60.00				

Miscellaneous Expense — ACCOUNT NO. 52

DATE	ITEMS	Post. Ref.	DEBIT	DATE	ITEMS	Post. Ref.	CREDIT
19-- Mar. 9		C2	270.00				
13		C2	500.47				
24		C2	325.00				
30		C2	175.00				
	1270.47						

GENERAL LEDGER

Rent Expense — ACCOUNT NO. 53

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
19-- Mar. 6		C2	120.00				

Telephone Expense — ACCOUNT NO. 54

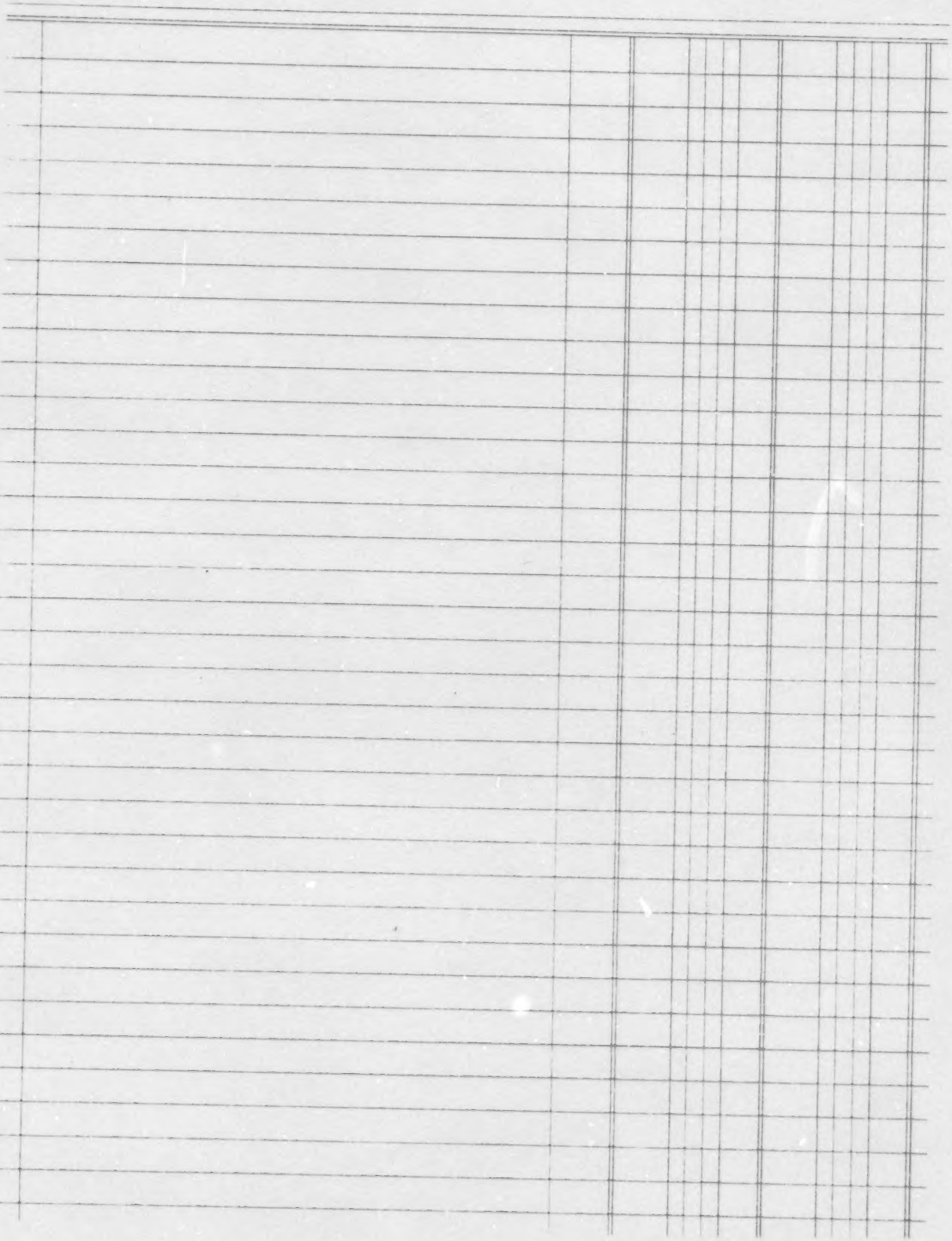
DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT
19-- Mar. 31		C2	15.23				

ACCOUNT NO. _____

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT

ACCOUNT NO. _____

DATE	ITEMS	POST. REF.	DEBIT	DATE	ITEMS	POST. REF.	CREDIT



LESSON EIGHT

TRIAL BALANCE WORKSHEET KEY

The corrections to the ledger and corrected trial balance for Peter Rogers Realty are found on the following pages. The conclusions from each of the steps for locating errors are also included.

1. The trial balance columns are re-added and found to be the same.

2. The difference between the two columns is

$$\begin{array}{r} \$7,311.90 \\ -\ 7,040.25 \\ \hline 271.65 \end{array}$$

   This amount is not in the ledger or journal.

3. $2\overline{)271.65}$ = 135.825

   The difference does not divide evenly by two, and a number similar to the quotient does not appear.

4. $9\overline{)271.65}$ = $30.18\overline{3}$

   The difference does not divide evenly by nine.

5. When the totals in the trial balance are checked against the ledger, two mistakes are found:

   (a) Miscellaneous Income should be credited.
   (b) Telephone Expense should be $15.23.

   The new adjusted trial balance totals are:

Debit		Credit	
$7,311.90		$7,040.25	
- 80.78	Incorrect Misc. Inc.	80.78	Misc. Inc.
$7,231.12		$7,121.03	
- 15.32	Incorrect Telephone Exp.		
$7,215.80			
+ 15.23	Telephone Expense		
$7,231.03			

   The totals are not in balance yet. The difference is

$$\begin{array}{r} \$7,231.03 \\ -7,121.03 \\ \hline \$\ \ 110.00 \end{array}$$

This amount is not in the ledger or journal. (Step 2) The number, when divided by 2, equals $55.00. It does not appear in the journal or ledger. (Step 3) The number does not divide evenly by nine. (Step 4)

6. When the ledger account footings and balances are checked, two errors are found:

   (a) Cash has a debit balance of $2,120.22
   (b) Savings has a debit balance of $600.00

   The new adjusted trial balance totals are:

$7,231.03	
-2,210.22	Incorrect Cash
5,020.81	
+2,120.22	Cash
7,141.03	
- 620.00	Incorrect Savings
6,521.03	
+ 600.00	Savings
$7,121.03	

   Now a new trial balance may be prepared.

Corrected Trial Balance

Peter Rogers Realty
Trial Balance
March 31, 19--

Cash	11	212022	
Savings	12	60000	
Accounts Receivable	13	113511	
Office Furniture	14	95000	
Office Equipment	15	85000	
L.B.C. Company	21		45000
Miller Company	22		71459
Peter Rogers, Capital	31		504000
Sales	41		83566
Miscellaneous Income	42		8078
Auto Expense	51	6000	
Miscellaneous Expense	52	127047	
Rent Expense	53	12000	
Telephone Expense	54	1523	
		712103	712103

LESSON EIGHT NAME _____

EXERCISE SHEET DATE _____

TASK 2

Identify a function of the trial balance.

TASK 3

List the five steps in preparing a trial balance.

1.

2.

3.

4.

5.

TASK 5

Describe the seven step-by-step procedures for locating errors when a trial balance does not balance.

1.

2.

3.

EXERCISE SHEET
(Continued)

Lesson 8

4.

5.

6.

7.

Lesson Eight

Exercise Sheet Key

Task 2

Identify a function of the trial balance.

Proves the equality of the debits and credits in the ledger

Task 3

List the five steps in preparing a trial balance.

1. Write the heading for the trial balance.
2. List the accounts in the ledger and their balances.
3. Rule the columns with a single line.
4. Add the columns and compare the totals. If the totals are the same, write the amounts.
5. Rule the columns with a double line.

Task 5

Describe the seven step-by-step procedures for locating errors when a trial balance does not balance.

1. Re-add the columns to check the totals.
2. Find the difference between the table of the debit and credit columns. Check for this number in the ledger and journal.
3. Divide the difference between the totals of the columns by two. Check to see if this number was written on the wrong side of the ledger account or trial balance.

4. Divide the difference between the totals of the columns by nine. If the difference is evenly divisible by nine, look for transposed numbers in the ledger and journal. Also, look for numbers where the decimal point has been incorrectly placed.

5. Compare the ledger account balances with the balances written on the trial balance to see if they are the same.

6. Verify the account balances in the ledger and the footings.

7. Verify the posing of each entry of column total in the journal.

Lesson Nine

HOW TO PREPARE A SIX-COLUMN WORK SHEET, AN INCOME STATEMENT, AND A BALANCE SHEET

Purpose

In this lesson you will learn about the six-column work sheet. You will also learn about a new accounting report, the income statement are prepared from the work sheet.

When you have successfully completed this lesson, you will have learned about the third and fourth steps in the accounting cycle.

1. *You will be able to (a) list a function of a work sheet; (b) list three major sections of the debit and credit columns of the work sheet; and (c) describe a function of each major debit and credit section of the work sheet.*

2. *You will describe one function of the income statement and one function of the balance sheet.*

Lesson Time

This lesson will take you approximately three hours- about fifteen minutes to take the pretest and fifteen minutes to take the posttest; and about two and one-half hours to read the material and complete the tasks.

New Vocabulary

You will now be able to play a game as you continue through the lessons. One of the accounting terms that you should learn is *work sheet*. This is the name of an accounting form that is used to group financial information taken from the ledger. This term is two words.

In the lessons problems with papers for their solutions are given to help you understand new information. Together, they are referred to as *worksheets*. This time the term is written as one word.

Throughout the lesson notice whether you are referred to a *worksheet* or a *work sheet*.

Other terms that you should study in this lesson are:

Fiscal period

Fiscal year

Income statement

Net income

Net loss

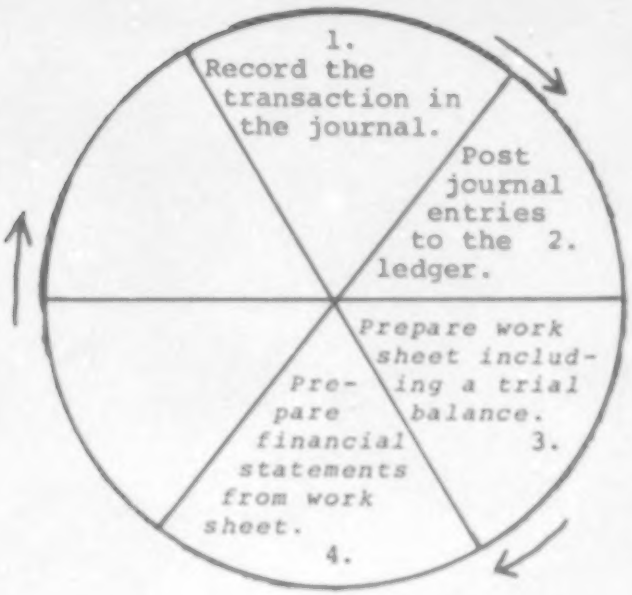
Prerequisite Knowledge

Before you begin this lesson you will need to recall the purpose of the trial balance and the steps in preparing a trial balance.

Guess what? You are right. This is the time when you should ask your instructor for the pre-test. If your performance on the pretest is satisfactory, you may save yourself some work and go on to the next lesson. And don't forget to record your score on *Learner Record Sheet 3*.

INTRODUCTION

ACCOUNTING CYCLE


1.
Record the transaction in the journal.
Post journal entries to the 2. ledger.
Prepare work sheet including a trial balance.
3.
Prepare financial statements from work sheet.
4.

In most businesses the first year accounting clerk will not be asked to prepare work sheets or financial statements for the employer. However, knowing about all of the steps in the accounting cycle is important and will answer your questions: "Why do I record transactions the way I do?" "Why must my records be accurate?" "How does the accountant or full-charge bookkeeper use my records at the end of the accounting period?"

In this lesson you will learn about Steps 3 and 4 of the accounting cycle. You have already studied part of Step 3 when you learned how to prepare a trial balance in the last lesson.

Go on to the next page now and complete the activities.

WHAT YOU DO	WHAT YOU NEED
1. Read Chapter 9, pages 137 through 142 in your textbook.	1. Century 21 Accounting
2. On the exercise sheet in the lesson, list a function of the work sheet and the three major sections of the debit and credit columns of the work sheet.	2. Exercise Sheet Sheet
3. Describe a function of each major debit and credit section of the work sheet on the exercise sheet.	3. Exercise Sheet
4. Check your answers to Tasks 2 and 3, using the exercise sheet key.	4. Exercise Sheet Key
5. Complete Drills 9-D1 and 9-D2 on pages 143 and 144 in your textbook.	5. Century 21 Accounting textbook Working Papers and Study Guides workbook
6. Check you answers to the drills.	6. Teacher's Edition of the Working Papers and Study Guides
7. The activities in the first part of this lesson concerned the work sheet. Now you will learn about the financial statements for a business. Read Chapter 10, pages 147 through 153 in your textbook.	7. Century 21 Accounting textbook
8. Describe one function of the income statement and one function of the balance sheet. Write your answers on the exercise sheet in this lesson.	8. Exercise Sheet
9. Check your answers to Task 8 using the exercise sheet key. Although you are only asked to describe one function for each financial statement, notice that there may be more than one correct answer.	9. Exercise Sheet Key

WHAT YOU DO	WHAT YOU NEED
10. The next two drills that you will be asked to complete will help you understand the functions of the balance sheet and income statement. Do Drills 10-D1 and 10-D2 on pages 154 and 155 in your textbook.	10. Century 21 Accounting textbook Working Papers and Study Guides workbook
11. Check your work, using the teachers edition.	11. Teacher's Edition of the Working Papers and Study Guides

Now go on to the next page and read the summary.

SUMMARY

In this lesson you studied Steps 3 and 4 in the accounting cycle. You learned about the worksheet (Oops! That should be spelled with two words), the income statement, and the balance sheet.

Income statements and balance sheets are often published for the public to read. If you ever consider buying stock in a corporation, you would want to know something about that business. Corporations send out income statements and balance sheets to interested individuals as well as to all stockholders.

In the next lesson you will learn about the final two steps in the accounting cycle.

Request the posttest for Lesson 9 from your instructor. After you complete the test your instructor has checked it, record the score on your *Learner Record Sheet* and ask your instructor to initial it.

LESSON NINE NAME_____

EXERCISE SHEET DATE_____

TASK 2

1. List a function of the work sheet.

2. List three major sections of the debit and credit columns of the work sheet.

   a.

   b.

   c.

TASK 3

Describe a function of each major debit and credit section of the work sheet.

1.

2.

3.

TASK 8

Describe one function of the income statement and one function of the balance sheet.

1. Income statement:

2. Balance sheet:

Lesson Nine

Exercise Sheet Key

Task 2

1. List a function of the work sheet.

   The work sheet is an analysis or working paper on which the financial condition of a business can be summarized. It is used in the preparation of other reports.

2. List three major sections of the debit and credit columns of the work sheet.

   a. Trial Balance
   b. Income Statement
   c. Balance Sheet

Task 3

Describe a function of each major debit and credit section of the work sheet.

1. The trial balance proves the equality of the edbits and credits in the ledger.
2. The income statement shows the balances of the income and expense accounts and the profit or loss of a business.
3. The balance sheet shows the balances of the asset, liability, and capital accounts. The difference between the totals of the debit and credit columns represents the profit or loss of a business and the change in the capital account.

TASK 8

Describe one function of the income statement and one function of the balance sheet.

1. Income statement:

   a. The income statement shows the balance of the income and expense accounts.

   b. The income statement shows the profit or loss of a business over a period of time.

   c. It supplies management with answers to questions such as: Is income increasing or decreasing? Are expenses too large?

2. Balance sheet:

   a. The balance sheet shows the balance of the assets, liability, and capital accounts.

   b. It provides information to granters to credit, such as banks, about the financial conditions of the business.

LESSON TEN

HOW TO CLOSE THE LEDGER

PURPOSE

In this lesson you will learn about the last two steps in the accounting cycle.

This is the last lesson in a group of lessons about basic accounting theory. When you finish this lesson, you will have studied the entire accounting cycle and basic accounting principles, procedures and forms. The three objectives that you must satisfactorily complete in this lesson are:

1. *You will be able to list two needs for closing entries.*
2. *You will list a function of the post-closing trial balance.*
3. *You will list the six steps in the accounting cycle.*

LESSON TIME

This lesson should take your approximately two hours--ten minutes to take the pretest, ten minutes to take the posttest, and one hour and forty minutes to read the text and "digest" the information.

New Vocabulary

The terms from this lesson that you should know the meaning of and understand are:

Accounting cycle

Closing entry

Closing the ledger

Post-closing trial balance

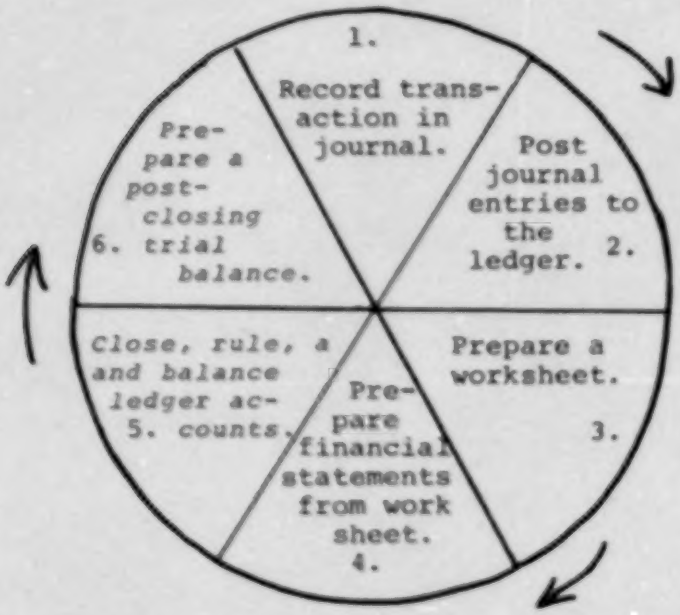
Prerequiste Knowledge

You will need to recall the basis for the classification of accounts to the ledger, such as balance sheet accounts or temporary capital accounts you will also need to know the function of a trial balance.

At this point ask your instructor for the pretest. If your performance is satisfactory, you may go on to the next lesson. Be sure to record your pretest score on *Learner Record Sheet 3*.

INTRODUCTION

After the financial statements have been prepared, the accountant closes and rules the income and expense accounts and rules and balances the balance sheet closing trail balance.



The entire accounting cycle may be completed on a monthly, quarterly, semiannual, or annual basis. The books are closed so that a proprietor may determine the net income or loss for the period, compare operating costs with budgeted espenses, forecast business activities, and prepare income tax reports.

Go on to the next page now and complete the activities.

WHAT YOU DO	WHAT YOU NEED
1. Read Chapter 11, pages 159 through 173 in Century 21 Accounting.	1. Century 21 Accounting textbook
2. On the exercise sheet in this lesson, list two needs for closing entries.	2. Exercise Sheet
3. Check your answers to Task 2, using the exercise sheet key.	3. Exercise Sheet Key
4. Do Drill 11-D1 on pages 175 and 176 in your textbook.	4. Century 21 Accounting textbook Working Papers and Study Guides workbook
5. Check your work, using the teacher's edition.	5. Teacher's Edition of the Working Papers and Study Guides
6. List a function of the post-closing trial balance on the exercise sheet.	6. Exercise Sheet
7. Use the exercise sheet key to check your answer to Task 6.	7. Exercise Sheet Key
8. Complete Drill 11-D2 on page 176 in your textbook.	8. Century 21 Accounting textbook Working Papers and Study Guides workbook
9. Check the drill, using the teacher's edition.	9. Teacher's Edition of the Working Papers and Study Guides

WHAT YOU DO	WHAT YOU NEED
10. On the exercise sheet in this lesson, list the six steps in the accounting cycle. As you are writing the steps, visualize the transactions, working papers, journal, or ledger needed to record the information.	10. Exercise Sheet
11. Check your answers to Task 10, using the exercise sheet key.	11. Exercise Sheet Key

Now go on to the next page.

Summary

Let's take the six steps from the accounting cycle and illustrate personal accounting methods.

Record transactions in journal	Record cash deposits and payments in check register or household expense record.
Post journal entries to the ledger	Sort checks into different categories or extend entries into special columns in household expense record.
Prepare a work sheet	List and total checks according to categories or total columns in household expense record.
Prepare financial statements from work sheet	Prepare income tax reports and compare records to budget estimate.
Close, rule, and balance ledger accounts.	Reconcile monthly bank statement for checking account and file checks, or begin a new month's records in household expense record.
Prepare a post-closing trial balance	Verify that cash balance in check register is correct and extend balances to household expense record, if necessary.

The forms that you use may differ slightly because some families may divide their expenses into many categories. Other families use only a basic number of classifications. However, the cycle and principles remain the same.

Now that you have studied the accounting cycle, what is your attitude toward the area of work in accounting? You will have the opportunity in the next lesson to examine your opinion about the study of accounting and your interest and performance in this area.

Request the posttest from your instructor. When you have completed the test and your instructor has corrected it, discuss it with him and record your score on the *Learner Record Sheet 3*. Then you will go on to Lesson 11.

LESSON TEN NAME_____

EXERCISE SHEET DATE_____

TASK 2

List two needs for closing entries.

1.

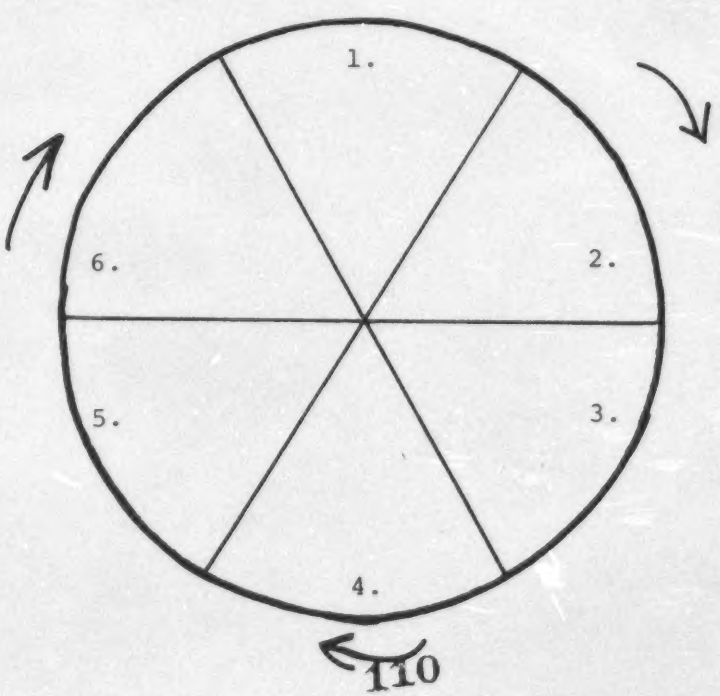
2.

TASK 6

List a function of the post-closing trial balance.

TASK 10

List the six steps in the accounting cycle.



Lesson Ten
Exercise Sheet Key

Task 2

List two needs for closing entries.

1. To clear the income and expense accounts.
2. bring the owner's capital account up-to-date.

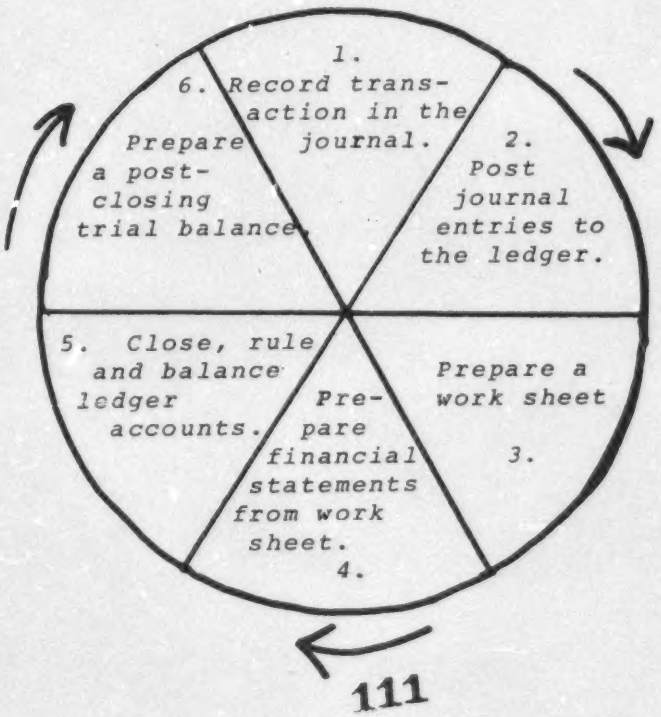
Task 6

List a function of the post-closing trial balance.

To prove the equality of the debits and credits in the general ledger

Task 10

List the six steps in the accounting cycle.


1. Record transaction in the journal.
2. Post journal entries to the ledger.
3. Prepare a work sheet
4. Prepare financial statements from work sheet.
5. Close, rule and balance ledger accounts.
6. Prepare a post-closing trial balance.

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Lesson Eleven

SELF-EVALUATION

Purpose

In this lesson you will be given the opportunity to evaluate yourself in regard to the accounting clerk profession, based upon your background, success in the preceding lessons, and personal preference.

In this lesson you will be asked to describe four of your personal strengths and an area where you need to improve yourself in relation to the accounting clerk profession. You will also be asked to evaluate the profession as a possible career choice based upon your performance in the lessons and personal preference.

Lesson Time

This lesson should take you approximately one hour. The pretest, posttest, and lesson should take twenty minutes each.

A new lesson means a new pretest. Ask your instructor for it.

PREREQUISITE KNOWLEDGE

You should recall the specifications and requirements for the profession accounting clerk, as described in the *Job and Skill Description* worksheet in Lesson 1, and be familiar with your success in completing the objectives in the preceding lessons.

SPECIAL ACTIVITIES OR CONCERNS

You should have your copies of the learner record sheets on hand.

All objectives on *Learner Record Sheet 3* must be completed and initialed by the instructor before you may begin Lesson 12.

INTRODUCTION

You have completed ten lessons of instruction in the basic accounting cycle. Before you continue, you will now be given an opportunity to take a look at yourself, decide how you are doing so far, compare new things that you have learned about yourself with requirements and working environment factors for the position accounting clerk, and express your opinion about continuing with the lessons and becoming an accounting clerk.

At this time, ask your instructor for the pretest.

What You Do

1. Reread the *Job and Skill Description* worksheet.
2. Review your performance on the objectives in Lessons 1 through 10.
3. Complete the *Self-Evaluation* worksheet according to the directions given.
4. Review your *Self-Evaluation* worksheet, using the worksheet key.

What You Need

1. *Job and Skill Description* Worksheet
2. *Learner Record Sheets 1, 2,* and *3*
3. *Self-Evaluation* Worksheet
4. *Self-Evaluation* Worksheet Key

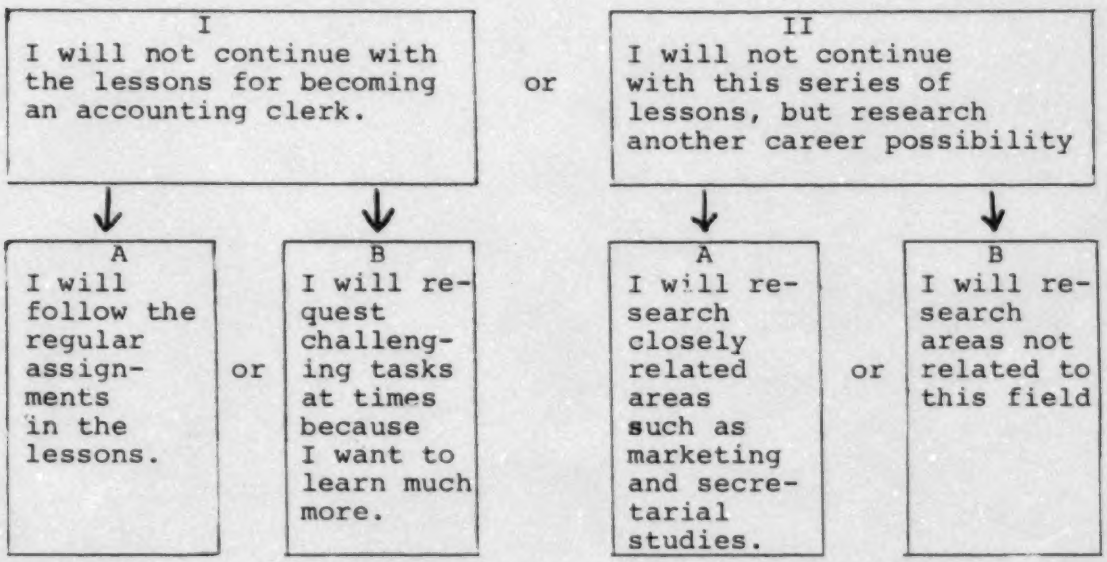
Insert the following words in the sentence and follow the directions: summary, Please, next, read, page, and, the, the, on, to, go.

_ _ _ a _ _ g_ _n _o _h_ _e_ _ _a_ _ _ _ d

_ _ _ d t_ _ _ _ _ _a_ _.

Summary

When you have satisfactorily completed your pretest or posttest, you will discuss your responses with your instructor. At that time you will have to make a decision about your future course of study. Let's look at the possibilities.


I
I will not continue with the lessons for becoming an accounting clerk.
or
II
I will not continue with this series of lessons, but research another career possibility
A
I will follow the regular assign-ments in the lessons.
or
B
I will re-quest challeng-ing tasks at times because I want to learn much more.
A
I will re-search closely related areas such as marketing and secre-tarial studies.
or
B
I will re-search areas not related to this field

Any one of the four statements may be the correct decision for you to make. Your instructor will not fail you on the posttest if you conclude that you should leave the field of accounting. Also, you will NOT be penalized if you do not request additional tasks. The lessons, as presented, are designed so that you will learn the knowledge and skills required of an accounting clerk.

Whatever your decision may be, you will find that the basic accounting theory you have learned will be useful not only in your own home, but also in almost all areas of employment.

Request the posttest from your instructor. When you have completed the test and your instructor has corrected it, discuss it with him and record your score on your *Learner Record Sheet*. At that time you will follow the decision that you have made.

NAME _____

DATE _____

LESSON ELEVEN

SELF-EVALUATION

Always	Frequently	Usually	Seldom	Never	Does not apply to me	
						Directions: Place a check in the column that describes <u>your feelings</u> about the following statements. There are no "correct" answers. The responses that you check should be your opinion.
						1. I like the majority of my peer group at work to be men.
						2. The neatness of my work is important to me.
						3. I can take the same information and correctly write it on different forms.
						4. I like to determine my own starting and stopping times for work and vary my daily hours.
						5. I can keep information confidential and do not feel a need to share it with just <u>one</u> person.
						6. My handwriting is very legible.
						7. I am a creative person and like to do things differently everytime I do them.
						8. I use the adding machine to complete my accounting work.
						9. I like the majority of my peer group at work to be women.
						10. I feel that I am the only person who needs to be able to read my accounting reports.
						11. If I am not sure of the spelling of a word, I look it up in the dictionary.
						12. I made mistakes in the lessons because I did not write numbers down correctly.
						13. While I was working in the lessons, I learned the vocabulary and did not refer to a form or statement as a "what-cha-ma-call-it."
						14. When I get a job as an accounting clerk, I will follow the steps that I learned in the textbook and not change to the way my employer keeps his records if it is different.

Always	Frequently	Usually	Seldom	Never	Does not apply to me	
						15. I read and follow directions and do not try to do something in my own way.
						16. When I am working with money, every cent needs to be accounted for in my reports.
						17. I try to increase my knowledge of accounting as I work and hope to advance to a higher position.
						18. If an adding machine is not available, I cannot do my work.
						19. I want my job to provide benefits other than wages, such as group health insurance, life insurance, and retirement benefits.
						20. If the office does not have modern furniture and office machines, I will not work for that business.
						21. I feel confined when I have to work inside a building.
						22. I like to work sitting down at a desk or work station.
						23. I am able to look at a list of facts and write a brief summary of the facts in paragraph form.
						24. It is important that I earn at least $200.00 per week when I work as an accounting clerk.
						25. I have taken business mathematics or other mathematics courses in high school and achieved an average grade or better in the course.
						26. When I repeat the same job often, I get bored and make many mistakes or become careless.

Always	Frequently	Usually	Seldom	Never	Does not apply to me	
						27. I like to work indoors.
						28. I like to work with numbers.
						29. I have been able to read and understand the material in the textbook.
						30. I have scored 80 percent or above on the posttests in the lessons.

LESSON ELEVEN

WORKSHEET KEY

SELF-EVALUATION

After you have completed your *Self-Evaluation* worksheet, compare your responses to the worksheet key. Most statements on the worksheet key have two or more possible responses. (You were only supposed to check one response on your worksheet.) The multiple responses mean that each check represents a desired response.

Let's define *desired response*. The worksheet directions state that there are no "correct" answers. The responses that you check should be your opinion. If you are to continue in the lessons and become an accounting clerk, your opinions should closely follow the *desired responses*.

If your opinions do not follow the desired responses, ask yourself why. You should also think about the consequential results of these differences.

LESSON ELEVEN

WORKSHEET KEY

SELF-EVALUATION

Directions: Place a check in the column that describes your feelings about the following statements. There are no "correct" answers. The responses that you check should be your opinion.

Always	Frequently	Usually	Seldom	Never	Does not apply to me	
			x	x		1. I like the majority of my peer group at work to be men.
x	x					2. The neatness of my work is important to me.
x	x					3. I can take the same information and correctly write it on different forms.
			x	x		4. I like to determine my own starting and stopping times for work and vary my daily hours.
x						5. I can keep information confidential and do not feel a need to share it with just one person.
x	x					6. My handwriting is very legible.
			x	x		7. I am a creative person and like to do things differently everytime I do them.
x	x	x	x			8. I use the adding machine to complete my accounting work.
x	x					9. I like the majority of my peer group at work to be women.
				x		10. I feel that I am the only person who needs to be able to read my accounting reports.
x	x					11. If I am not sure of the spelling of a word, I look it up in the dictionary.
			x	x		12. I made mistakes in the lessons because I did not write numbers down correctly.
x	x					13. While I was working in the lessons, I learned the vocabulary and did not refer to a form or statement as a "what-cha-ma-call-it."
			x	x		14. When I get a job as an accounting clerk, I will follow the steps that I learned in the textbook and not change to the way my employer keeps his records if it is different.

Always	Frequently	Usually	Seldom	Never	Does not apply to me	
x	x					15. I read and follow directions and do not try to do something in my own way.
x	x					16. When I am working with money, every cent needs to be accounted for in my reports.
x	x	x				17. I try to increase my knowledge of accounting as I work and hope to advance to a higher position.
				x		18. If an adding machine is not available, I cannot do my work.
x	x	x	x	x		19. I want my job to provide benefits other than wages, such as group health insurance, life insurance, and retirement benefits.
				x		20. If the office does not have modern furniture and office machines, I will not work for that business.
			x	x		21. I feel confined when I have to work inside a building.
x	x	x				22. I like to work sitting down at a desk or work station.
x	x	x				23. I am able to look at a list of facts and write a brief summary of the facts in paragraph form.
			x	x		24. It is important that I earn at least $200.00 per week when I work as an accounting clerk.
x	x					25. I have taken business mathematics or other mathematics courses in high school and achieved an average grade or better in the course.
			x	x		26. When I repeat the same job often, I get bored and make many mistakes or become careless.

Always	Frequently	Usually	Seldom	Never	Does not apply to me	
x	x	x				27. I like to work indoors.
x	x	x				28. I like to work with numbers.
x	x	x				29. I have been able to read and understand the material in the textbook.
x	x	x				30. I have scored 80 percent or above on the posttests in the lessons.